

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 The method of the study**

This research was conducted by using Case study. Case study was chosen as the method of this study since was an effective way to explore cases in one class session or part of groups. So that, the researcher only took one part from groups to collect the data. Becker (1970) explained that case study refers to a detailed analysis of an individual case, “one can properly acquire knowledge of the phenomenon from intensive exploration of single case”. Intensive exploration was used by the researcher to receive information about the case. The case study method was a specific field research method. Field study is an investigation of phenomena which occur without intervention of the researcher. Case study centers on data gathering through field study or observation. This study aimed to gather data without any manipulation and intervention of the researcher. The phenomenon discussed in this study were the vocabulary teaching and learning activities.

#### **3.2 Data and data sources**

In order to answer the research question, the data are the English vocabulary teaching and learning activities in SMP IT YP IPPI Cakung. The

sources of data in this study were a teacher and 30 students in SMP IT YP IPPI Cakung.

### 3.3 Time and place of the study

This research was conducted at SMP IT YP IPPI Cakung by involving students, and teacher as participants. This research started in May 2016.

### 3.4 Instrument of the study

There are three kinds instruments of this study. The first is classroom observation. The observation sheet was used to observe the activity of vocabulary teaching and learning. The researcher employed non-participant observation which means researcher was not directly involved in the situation observed (Gay, 1987). The observation was done in 4 meetings. The observation employs by videotaping and used the observation sheet. While observing the activity, the researcher gave check lists the activities in “observed” and “not observed” column. Observed column means the activity was done by the teacher. In the other hand, not observed column means the activity was not done by the teacher. The observation sheet consists of 36 activities. Those activities were adapted from Nation (2001).

Table 3.1 instrument of classroom observation

Vocabulary teaching and learning activities	Observed	Not Observed
1. The teacher gives the meaning by using first language translation.		
2. The teacher gives the meaning by using a known second language synonym of a simple definition in the second language.		
3. The teacher gives the meaning by showing an object or picture.		
4. The teacher gives the meaning by giving quick demonstration.		
5. The teacher gives the meaning by drawing a simple picture or diagram.		
6. The teacher gives the meaning by breaking the word into parts and giving the meaning of the parts and the whole word (the word part strategy)		
7. The teacher gives the meaning by giving several example sentences with the word in context to show the meaning.		

8. The teacher gives the meaning by commenting on the underlying meaning of the word and other references.		
9. The teacher drawn attention to the form of the word by showing how the spelling of the word is like the spelling of known words. (first language)		
10. The teacher draw attention to the form of the word by giving stress pattern of the word and its pronunciation.		
11. The teacher draws attention to the form of the word by showing the prefix, stem, and suffix that make up the word.		
12. The teacher draws attention to the form of the word by getting the learners to repeat the pronunciation of the word.		
13. The teacher draws attention to the form of the word by writing the word on the board.		
14. The teacher draws attention to the form of the word by pointing out any spelling irregularity in the word.		

15. The teacher draws attention to the use of the word by quickly showing the grammatical pattern of the word fits into countable/uncountable, transitive/intransitive, etc.		
16. The teacher draws attention to the use of the word by giving a few similar collocates.		
17. The teacher draws attention to the use of the word by mentioning any restrictions on the use of the word (formal, colloquial, impolite, only used in the United States, only used with children, old fashioned, technical, infrequent)		
18. The teacher draws attention to the use of the word by giving a well-known word describing the group or lexical set it fits into		
19. The teacher uses both oral and written presentation write it on the blackboard as well as explaining		

20. The students look at dictionary entries and find the shared meaning in the various senses of the word		
21. When a useful word occurs in a reading text, the teacher trains learners in the strategy of using a dictionary.		
22. Whenever a guessable word occurs in a reading text, the teacher trains the learners in the guessing form context strategy.		
23. The teacher says words or phrases and the students write them.		
24. The teacher writes words on the board and the students pronounce them, getting feedback from the teacher. Each students picks what word to say		
25. The teacher writes words on the board and the students cut them into parts and give the meanings of the parts.		
26. The student work together in pairs or small groups to list collocates for a given word		

27. A learner report on the word what they found in their reading. They talk about the meaning, spelling, pronunciation, word parts, etymology, collocates and grammar of the word.		
28. The exercise focuses on useful words, preferably high frequency words that have already been met before		
29. The exercise focuses on a useful aspects of learning burden. It has a useful learning goal		
30. The exercise gets students to meet or use the word in ways that establish new mental connections for the word. It sets up useful learning conditions involving generative use.		
31. The exercise involves the learners in activity searching for and evaluating the target words in the exercise		
32. The exercise doesn't bring related unknown or partly known word together. It avoids interference		

33. Spend time on a word by dealing with two or three aspects of the word, such as its spelling, its pronunciation, its parts, related derived forms, its meaning, its collocation, its grammar, or restrictions on its use.		
34. Get learners to do graded reading and listening to stories at the appropriate level.		
35. Get students to do speaking and writing activities based on written input that contains the words		
36. Get learners to do prepared activities that involve testing and teaching vocabulary, such as “ <i>Same or Different</i> ”, “ <i>Find the Difference</i> ”, “ <i>Word and Picture Matching</i> ”.		

The second instrument was teacher interview. The researcher done the interview to the teacher face-to-face. The questions of the interview focused on the point of the study. This study used semi-structured interview.



The researcher created the question by adapting principles of teaching vocabulary from Nation.

Table 3.2 Instrument of interview

No	Question
1	Aspek Bahasa Inggris apa saja yang lebih sering Bapak/Ibu ajarkan kepada siswa?
2	Bagaimana Bapak/Ibu mengajarkan <i>vocabulary</i> kepada siswa?
3	Kegiatan seperti apa yang Bapak/Ibu terapkan saat mengajarkan <i>vocabulary</i> kepada siswa?
4	Bentuk latihan seperti apa yang Bapak/Ibu berikan kepada siswa?
5	Bagaimana siswa merespon pelajaran yang bapak/ibu berikan?
6	Kesulitan seperti apa yang biasanya dihadapi siswa saat belajar mengerjakan soal latihan <i>vocabulary</i> ?
7	Bagaimana cara bapak/ibu membantu menyelesaikan kesulitan tersebut?

The last instrument is student's document. The document that was analyzed is students' work in 2<sup>nd</sup> semester examination. The students work analyzed by calculated the score form each students and find the average score.

$\text{Average} = \frac{\text{Total score}}{\text{total student}}$
--

### 3.5 Data Collection procedure

The researcher followed several steps to collect the data. Firstly, the researcher collected the data by observed the activity of teaching and learning vocabularies using the observation sheet. The observation was done in 4 meetings. While observing the activity, the researcher gave check lists the activities in “observed” and “not observed” column. The researcher also recorded the vocabulary teaching and learning activities in the classroom. Then, the recorded-activity was transcribed. Secondly, the researcher interviewed the teacher by some focus questioned. The answer of the interview was transcribed. Third, the researcher analyzed the document, in this case the document was students’ work in the 2<sup>nd</sup> semester examination to see the result of learning activities that they have learned. The researcher analyzed the student’s work by calculating the total score form each students and find the average score. Finally, the researcher described the result of the study and gave conclusion of the research.

### 3.6 Data analysis procedure

After the data collected, the researcher analyzed the data from each instrument. First, data analysis from classroom observation. The data analyzed by gathering the activities which are checked in “observed” column. Then, the activities were categorized into 5 categories; 0 time observed= “Never”, 1 time observed= “Seldom”, 2 times observed= “Usually”, 3 times observed= “Often”, and 4 times observed= “Always”. The data that used for further discussion are only “Often” and “Always” categories. After categorizing the activities, the discussion and conclusion were drawn by the researcher.

Second, data analysis from interview. The answers which are collected by interview were used to draw further discussion and conclusion.

Third, data analysis from document. The result of student’s 2<sup>nd</sup> semester examination was used to draw further discussion and conclusion.